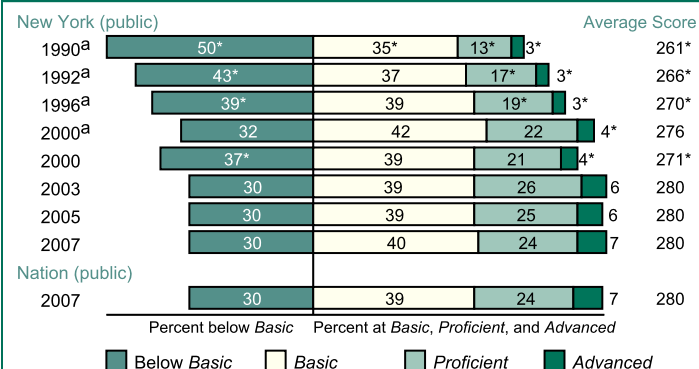


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for New York

- In 2007, the average scale score for eighth-grade students in New York was 280. This was not significantly different from their average score in 2005 (280) and was higher than their average score in 1990 (261).¹
- New York's average score (280) in 2007 was not significantly different from that of the nation's public schools (280).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in New York was higher than those in 15 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 27 jurisdictions.²
- The percentage of students in New York who performed at or above the NAEP *Proficient* level was 30 percent in 2007. This percentage was not significantly different from that in 2005 (31 percent) and was greater than that in 1990 (15 percent).
- The percentage of students in New York who performed at or above the NAEP *Basic* level was 70 percent in 2007. This percentage was not significantly different from that in 2005 (70 percent) and was greater than that in 1990 (50 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below Basic, 261 or lower; Basic, 262–298; Proficient, 299–332; Advanced, 333 or above.

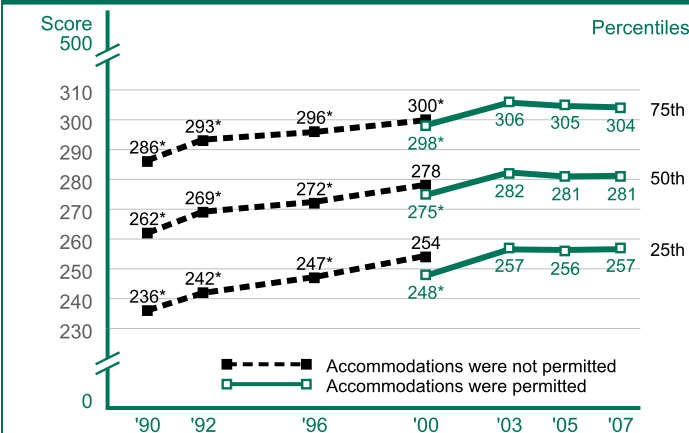
Performance of NAEP Reporting Groups in New York: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	52	281	30	70	31	8
Female	48	280	29	71	29	6
White	55	290	18	82	39	8
Black	19	258	54	46	10	1
Hispanic	18	264	46	54	15	2
Asian/Pacific Islander	6	302	14	86	53	23
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	48	268	43	57	19	4
Not eligible for National School Lunch Program	51	292	16	84	42	9

Average Score Gaps Between Selected Groups

- In 2007, male students in New York had an average score that was not significantly different from that of female students. In 1990, there was no significant difference between the average score of male and female students.
- In 2007, Black students had an average score that was lower than that of White students by 32 points. In 1990, the average score for Black students was lower than that of White students by 39 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 26 points. This performance gap was narrower than that of 1990 (35 points).
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 24 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 29 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 1990, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points.

Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in New York were 3 percent and 1 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.

² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.